

VISIT...

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Tutor Teaching Tips

Building a Bridge (I)

MATERIALS

Leveled reader

Graphic organizer

Game cards;
Game board

Leveled reader

Before Reading



3–5 minutes

BUILD BACKGROUND: Ask: *Have you ever gone over a bridge? What did it look like? Where was it? What was below the bridge?*

PREVIEW THE BOOK: Show the child the pictures on the front and back covers of the book. Read the title together. Ask: *What do you think this book is about?* Without reading the book, look at each picture in the book and ask the child what he/she sees. Read the captions together.

During Reading



10–15 minutes

Sit next to the child and read the book to the child. Have the child follow each word with his/her finger. Next read the book aloud and have the child read along with you. Finally, ask the child to read the book aloud by himself/herself. If the child reads a word that doesn't make sense, ask: *Did what you read make sense?* Have the child try to sound out any words he/she doesn't know. Ask: *What sound does this word start with? What sound is in the middle of the word? What word makes sense here?* If the child still cannot work out the word, tell him/her the word. Ask the child to reread the sentence with the word and then continue reading the book.

After Reading



10–15 minutes

RETELL: Ask the child to retell the book. Prompt with questions such as: *Tell me about the different kind of bridges. Why do people build bridges?* Allow time for the child to think about each question and respond. If the child cannot answer, help him/her find the answer in the book.

Guide the child to complete the graphic organizer. Have the child check the book to find the cause and effect relationships.

READER RESPONSE: Ask: *Which kind of bridge would you most like to cross? Why?*

Optional Activities

WRITING: Ask the child to draw a picture on the inside back cover of the book of one of the bridges in the book. Ask the child to write a sentence about the picture.

VOCABULARY GAME: Read each sentence part on the game board with the child. Then read each word card with the child. Place the cards face up. Have the child select a word to finish each sentence. Tell the child he/she gets two points for each correct sentence.

Home Connection

Encourage the child to take the book home for practice.

What is the effect of . . .

Using concrete and
steel to make a bridge

A cofferdam

Large steel tubes
called piers

Steel bars
between girders

INSTRUCTIONS: Have the child find the parts of the bridge in the book to find out what effects these have on the construction of the bridge. Have him/her write what the result of each is in the blank boxes.

Leveled Reader



Game Cards

Building a Bridge (I)

crane

cars

bridge

strong

legs

years

steel

trucks

Bridges can carry trains, _____ and _____.

Most bridges are made of concrete and _____.

An overpass is a _____ over a road or railroad.

It can take many _____ to build a bridge.

Piers are like the _____ on a table.

A large _____ can be used to build bridges.

A bridge must be very _____.